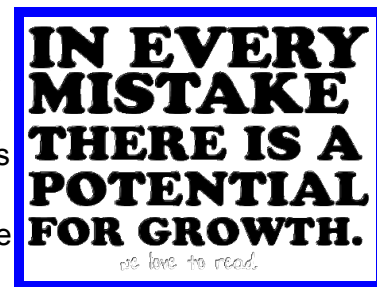


Learning Through Mistakes in Math: “My Favorite No!” Routine

This Teaching Channel video provides an example for implementing "My Favorite No" routine. This is a simple yet powerful routine that has students analyzing mistakes. Below you will find the video link along with some specific steps and suggestions to help you implement this strategy. The basic idea of this strategy is that the teacher gives students a problem to solve and students complete this problem on an index card. The teacher then collects these cards and makes two piles, correct (yes pile) and incorrect (no pile). From the "no" pile, he/she chooses the favorite incorrect "no" answer. The students then have a collaborative conversation regarding this problem and learn through this mistake.



This lesson is happening in a Middle School Classroom with Leah Alala as the facilitator. However, this formative assessment strategy could be used at any grade level. [Click here to watch “My Favorite No” from the Teaching Channel.](#) OR copy and paste this URL into your browser. <https://www.teachingchannel.org/videos/class-warm-up-routine>

Steps for Implementing “Favorite No” Routine

1. After teaching and engaging students in a concept, ***the teacher poses a question/problem for students to answer on an index card.*** This could be done as an exit ticket at the end of a day or even at the start of a lesson.
2. The teacher ***collects the cards and makes two piles: Correct and Incorrect (Yes and No Piles).***
3. ***The teacher then chooses an incorrect answer that is her “Favorite No”.*** The choice is very intentional based on common errors he/she is seeing from the group along with what is known about common misconceptions relating to this concept.
4. The teacher then ***rewrites the problem and posts it*** on the document camera or whiteboard.
5. Students analyze the problem and the teacher asks ***“What is done correctly?”*** It is important to focus on what is done right first! I would recommend even having students do a pair/share regarding what is done correctly before sharing out as a group.
6. Then, the ***group discusses the error made*** and learns through this mistake. Once again, having students think independently and then discuss with a partner prior to discussing as a whole group can improve engagement and thinking about this error.

IMPORTANT NOTE: I challenge you to be the facilitator of this conversation rather than “sage on the stage” and telling students what was done wrong. More learning will occur if the conversation is student centered.